STUDENT NEEDS and SERVICES:

Undergraduate and Mature Student Perceptions

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and
Academic Skill Development Workshop
for Mature Students

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Centre for Teaching and Learning Services
McGill University

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Purpose

This survey arose from two parallel concerns. First, the Office of the Dean of Students has been sponsoring orientation workshops for new Mature Students at McGill. It was of particular interest to the first author and organizer of those workshops to gauge the extent of satisfaction of mature students' needs as could be attended to by university services. Second, the Centre for Teaching and Learning Services, as part of its ongoing interest in anticipating needs for services in support of effective teaching and learning, was examining the range of services available to students. It seemed reasonable to integrate these two surveys.

The first specific goal was to identify students' perceived needs for services, with regard to both occurrence and importance, as viewed in themselves and in others. The second goal was to assess the levels of awareness and reported frequency of use of available services by students. Third, an attempt was made to identify needs not adequately served.

Procedure

Two populations were addressed, the recognized category of Mature Students at the university and an unselected group of undergraduates.

Data were collected from the two groups by means of nearly identical questionnaires, copies of which are appended. Part one of the questionnaire addressed student needs with regard to potential services, and Part Two assessed students' awareness of these services. The only difference between the two forms of the questionnaire was on the needs survey where Mature Students responded for themselves, other Mature Students, and other students in general, while undergraduates responded only for themselves and others. The data were collected over two years, 1980-81 and 1981-82. For the

Mature Students, 52 replies were received from 108 students at all levels in 1980-81, and 40 from 113 students in their first year in 1981-82. The 1980-81 questionnaires were mailed directly with postpaid return envelopes enclosed. In 1981-82, return was provided free by campus mail. In 1980-81, undergraduates were polled by attempting to meet them at random as they exited the main library. This proved ineffective and only four sets of replies were so obtained. In 1981-82, 40 questionnaires were completed by the students attending two arts and science undergraduate courses.

The data for the two years were combined after an examination of the patterns of responses revealed no disparity for the two groups.

The sample is not widely representative of undergraduates but is a good cross-section of Mature Students. In view of the difficulty in collecting these data and the noncourse nature of the questionnaire contents, the sample seemed adequate for the purposes of exploring the servicing of student needs.

Scoring on the needs questionnaire consisted first of totaling the number of responses to each of the six possible replies. The modes (most frequently cited replies) were recorded for each question, there being two or three such modes, one each for self, other Mature Students (for Matures), and students in general (see Table 1). Mature Students and undergraduates were tabulated separately and together. Students' individual replies regarding themselves were compared to their perceptions of other students' needs and judged the same or different. A tally was made of the numbers of these similarities and differences in order to examine the correspondence of students' perceptions of their own needs to their views of the needs of other students (see Tables 2 to 4).

The various data are appended. The most interesting data were

obtained separately for the two groups. However, Table 1, which was compiled after examining the other tables, does allow some ferreting out of which group may be responsible for differences between groups when differences exist. In reading the tables it is useful to remember that the needs were rated as follows:

1. major need occurring regularly,
2. major need occurring occasionally,
3. minor need occurring regularly,
4. minor need occurring occasionally,
5. need occurring only upon initial entrance to university, and
6. not a perceived need.

The second part of the questionnaire asked students to rate their awareness and extent of use of 34 existing services. The coding system contained the following four items:

1. I am not aware of the existence of this service.
2. I am aware of the existence of this service but have not used it.
3. I have used this service (up to 3 times in a year).
4. I have used this service more than 3 times a year.

No inferential statistical analysis was conducted. The results should be treated as anecdotal for the most part, but there was substantial agreement on several points.

Results

The results are presented under five main headings reflecting the strength of the needs and their frequency of occurence:

1. Major Needs Occurring Regularly
2. Major Needs Occurring Occasionally

3. Minor Needs Occurring Occasionally
4. Minor Needs Perceived for Others
5. Items Not Perceived as Needs

No items were perceived as minor needs occurring regularly; presumably regular occurrence warrants rating as a major need. Although the five headings are in descending order of importance, within each heading there is also priority. Wherever possible, items have been meaningfully grouped into subcategories for discussion.

Major Needs Occurring Regularly

Student skills. The largest group of reported needs included seven items pertaining to students' independent study skills:

1. finding a suitable study area at the university,
3. using library facilities,
7. managing time,
9. writing term papers,
10. reading efficiently and effectively,
14. effective listening and notetaking, and
25. writing lab reports.

The use of library facilities was perceived as well served and students reported high awareness and considerable use. Services also exist to support the writing of term papers and to improve reading effectiveness; however, the utilization of both would benefit from improved publicity.

Managing time, effective listening, and notetaking are discussed and practiced in workshops designed for Mature Students, but there are no services providing these skills to undergraduates in general.

Undergraduates reported a major unserved need for help in writing

laboratory reports. Mature Students did not share this need for themselves, probably due to their low enrolments in science, but recognized its existence as a problem for others.

The most clearly expressed major need which is not presently served for both Mature and undergraduate students was finding a suitable study area. This should be considered seriously, as research on study skills gives high priority to having an appropriate regular place and time for study; in a "commuter" university, students' homes cannot adequately serve this purpose.

Examination skills. Two items were seen as major needs occurring regularly by both undergraduate and Mature Students:

19. taking exams, and
20. overcoming exam anxiety.

Mature Students are offered suggestions about taking exams in a one-hour workshop, but no general service is available. Advice on overcoming examination anxiety is available through individual and group counseling offered by the Counselling Service.

Item 22, determining the university's expectations, was also reported as a major unserved need, and appears to be relevant to examinations, term papers and other course requirements. It may well be that statements about the bases of evaluation in course outlines are insufficiently precise with regard to criteria for assessment.

Career planning. A major need for undergraduates, also recognized by Mature Students for others, was for assistance in planning careers (item 21). Mature Students may more likely be in a career or aware of career opportunities. It should also be noted that the undergraduate sample came mostly from arts and science rather than from professional faculties where

career decision making might be less of a preoccupation at this level of studies. There was little awareness of the Career Information Library and moderate awareness but low usage of counseling services for this need.

Major Needs Occurring Occasionally

Obtaining academic help. Mature and undergraduate students expressed their need for obtaining academic help through their responses to three items:

11. participating effectively in tutorials,
18. communicating with professors, and
31. receiving academic advising.

The need for effective tutorial participation was recognized by Mature Students for themselves, and by both categories of students for others. Conversations with students suggests a dilemma: they see the potential value of tutorials but lament the poor actual value due to inappropriate teaching methods and unresponsiveness to students' immediate difficulties with the content.

Communicating with professors or advisors may refer either to access by appointment or regular office hours or to being able to express oneself once in contact. In either case, students found this need unserved.

Securing financial aid. This was not rated as a high priority for undergraduates but was seen as especially crucial for Mature Students (item 2). There was high awareness and moderate use of available services. A particular problem for Mature Students is the necessity to carry a minimum of four courses per semester in order to qualify for certain kinds of financial assistance.

Minor Needs Occurring Occasionally

No minor needs were seen as occurring regularly.

Interaction with other students. Three items fell into this category:

13. participating in self-help groups,
15. forming study groups, and
17. participating in class discussions.

Participation in self-help groups may be an early entry need of most students. Some students may satisfy this need through informal contact with their peers. Study groups may similarly be formed informally.

Mature Students were more likely than undergraduates to report a need for competence or confidence in participation in classroom discussions.

Fitting in class schedules. Some students in both groups expressed difficulty in arranging personal course schedules to fit around other personal commitments (item 6). This may be a natural consequence of contraction in the university.

Choosing topics for essays or independent study. This was also a major need for some undergraduates (item 8).

Obtaining information about various services on campus. Some Mature Students described access to information as an entry problem, and a minority saw it as a major need (item 16). The Students' Guide does describe most

services but is not always at hand.

Giving oral reports. Only Mature Students expressed a need for support in giving oral reports (item 27).

Participating in athletic activities. This was seen as a need only for undergraduates (item 32).

Minor Needs Perceived for Others

Two clusters of needs were reported as applicable to others but not to the respondents themselves. It is difficult to interpret how one person perceives another person's need. Students may have been replying cautiously, choosing not to reveal their own problems.

Outside help for inside problems. Four items indicated awareness of the possible needs of other students for help with academic or personal problems:

12. use tutoring service for additional help in course content,
28. requiring spiritual (religious) guidance,
29. receiving personal counseling, and
30. locating crisis support systems.

Low use was made of all four services, and all were characterized by moderate to high awareness except counseling services which are nevertheless heavily used. In some cases, tutoring was a major need. The reported high awareness might be an artifact of the large number of Mature Students in this survey who received additional information about these services in their orientation workshop.

Special learning situations. A number of courses use nontraditional teaching methods which require some adjustment on the students' part:

23. pacing modular courses,

24. writing learning contracts, and

26. using computers (not required in courses).

Undergraduates gave greater weight to items 23 and 26, but none was seen as a pressing problem.

Items Not Perceived as Needs

The data contained a surprising result with regard to the needs for children's day care and after-school child care (items 4 and 5). Neither service was rated as a major need by the majority of Mature or undergraduate students; however, a minority of Mature Students did express these as a major need for self and others. There is considerable awareness of day-care facilities, but after-school care does not exist.

The average age of the 66 women Mature Students who reported their age in the sample was 35.4 (32.1 for 21 of the men), indicating that the care of preschool children may simply no longer be a need for them. The results of this study should not be used as an argument that the potential need for day care and child services is low since women in age ranges more likely to be responsible for young children are not apparently common among McGill's Mature Students. As previous reports (e.g., by Rhona Steinberg, c 1979) suggest, day care may indeed be an important incentive to the recruitment of young parents as students.

Recommendations

Arising from the above observations, the following recommendations are offered:

1. that the various existing reading and writing services be given increased publicity;
2. that workshops on time management, listening, and notetaking currently offered to Mature Students be made available to undergraduates in general;
3. that the Faculties of Science and Engineering examine their students' need for assistance in writing lab reports and consider some provision, perhaps in cooperation with the Writing Centre, to meet this need;
4. that provision of suitable study places should be expanded from meeting graduate students' needs to meeting needs of the general student body;
5. that the workshops for Mature Students on examination-taking skills be made available to the general student body;
6. that group sessions on overcoming exam anxiety be continued and receive additional publicity;
7. that faculties encourage a general tightening of course descriptions to include more specific criteria for evaluation in order to meet the need for accurately assessing university expectations;
8. that, particularly for students in nonprofessional faculties, an ongoing program of career information be mounted;
9. that the Career Information Library currently served by Counselling Services be given increased publicity;
10. that teaching assistants be trained through TA preparation classes offered by the Centre for Teaching and Learning Services in order to improve the quality of tutorials;

11. that tutorials be made widely available and be based students' difficulties with the content;
12. that each faculty investigate the quality of academic advising given with the objective of increasing availability of advisers and openess to students' difficulties;
13. that financial aid be made available to some categories of part-time students in regular programs;
14. that self-help groups be established early each term by counseling services;
15. that students' communication with professors be facilitated through each faculty's reiteration to its professors of the importance of maintaining regular office hours and developing a sensitivity to students' concerns;
16. that workshops for Mature Students contain a module on effective class participation;
17. that departments be encouraged to rotate courses to late afternoon time slots to facilitate arrangement of class schedules to fit other commitments;
18. that various existing writing services deal with the need for assistance in choosing topics for essays or independent study;
19. that an information "hot line," perhaps to the Dean of Students' office, be established to aid students in obtaining information regarding various services on campus;
20. that during university silent hours, the above recommended "hot line" be automatically switched to a cooperating outside crisis centre so that the service remains operative 24 hours a day;
21. that telephone numbers for crisis support systems be listed in the front of the Students' Guide;

22. that existing services for spiritual and personal counseling receive improved publicity;
23. that care be taken that existing services for spiritual and personal counseling be readily accessible since the need for these services often occurs when the individual is under stress and finds it difficult to locate unfamiliar information and services; and
24. that the need for the continued expansion of day care facilities, as evidenced by the length of the waiting list, remain a priority as the university seeks to recruit younger re-entry students.

Appendix 1

Special Concerns for Mature Students

At the risk of some redundancy, it is useful to pull together elements of this report which bear directly on the needs of Mature Students. Mature Students have access to the general orientation available to all undergraduates as well as the Academic Skill Development Workshops designed specifically for them.

Four sets of regularly occurring major needs were identified. Under the general heading of study skills, Mature Students recognized needs under the headings of the management of time (questionnaire item 7), writing term papers (item 9), reading efficiently and effectively (item 10), and effective listening and note taking (item 14). All of these specific needs are presently addressed to varying degrees in the workshops. In addition, term paper assistance is available from the Library and Writing Centre, and reading efficiency classes are given by the Reading Centre. A videotape on listening and note-taking is in preparation jointly with the Instructional Communications Centre and the Centre for Teaching and Learning Services. Personal contact with these students has led to the suggestion that they might benefit from opportunities to follow up these general provisions by individual contact with an academic skills consultant.

Three unserved needs may be experienced to a greater degree by Mature Students than by other undergraduates. While a lounge is available for socialization, a need exists for a quiet place to work (item 1). Examination anxiety (item 20) may also be greater due to their time away from formal study. The Counselling Service has recently initiated sessions on this topic and should be encouraged in this pursuit. For similar reasons, Mature Students express more difficulty in determining university expectations (item 22). Perhaps the Mature Students Association could facilitate contact regarding this issue between its new and experienced

members, at various times during the academic year.

Major needs occurring occasionally include obtaining academic help and advice. The first points include participation in tutorials (item 11) and contact with professors (item 18), where Mature Students often feel that their problems in communicating are unique. The third concern was receiving academic advice (item 31). Contact with experienced Mature Students may be of benefit in meeting all three concerns, as may increased sensitivity by advisers to the plight of Mature Students during their first few months of contact with the university.

The Mature Student Journal Project (Fall 1981, 1982) conducted by Associate Dean of Students Sibbald and Professor Logsdon has revealed a surprisingly high number of Mature Students dependent on financial aid (item 2). They are blocked in seeking some support by minimum course load requirements.

There are a variety of minor needs experienced occasionally by Mature Students. Information about services (item 16) appears to be primarily an entry problem which seems to be well served by the general orientation, the Mature Student Workshops, and the Students' Guide. Confidence in discussion (item 14) and information on giving oral reports (item 27) could be the subject of additions to the workshop series. Fitting in class schedules (item 6) may be more of a problem for Mature Students due to work or family commitments. The process of integrating Continuing Education courses with regular offerings may alleviate this problem.

While the needs of Mature Students do not differ vastly from those of other undergraduates, it appears that they require special consideration and assistance during their first few months at the university and until they are integrated into the student body.

Appendix 2

Form Letters and Questionnaires

COVER LETTER FOR UNDERGRADUATE STUDENTS

McGill University

Centre for Teaching and Learning Services
Replacing the Centre for Learning and Development and the Instructional Development Service Project
Postal address: 815 Sherbrooke Street West, Montreal, PQ, Canada H3A 2K6

Dear Student,

Thank you very much for taking this short questionnaire with you. We would be most grateful for your replies being turned in at the next class in the course where you received this letter. Sean Marrett, who handed out the questionnaires will be there to collect them.

The purpose of this survey is to gain some idea of students' awareness of campus services which are available to help them learn better. The survey is sponsored by the Centre for Teaching and Learning Services which is mostly involved in helping professors improve their teaching, and partly by the Dean of Students who is responsible for the coordination of services for students.

Thank you for your co-operation.

Sincerely yours,

Professor Donna Logsdon
Faculty of Education and on behalf of the
Office of the Dean of Students

Professor Bruce M. Shore
Faculty of Education and Counselling and
Centre for Teaching and Learning Services

Campus address: Macdonald-Harrington Building, Room 407 (514) 392-8320

Needs Assessment Survey
for
Undergraduate Students

Please mark each item below with one of the following six numbers to indicate your own views and how you judge the more general needs of other students as indicated. Each box in the left margin should contain a number when you are finished. Thank you very much for your assistance.

1 major need occurring regularly
2 major need occurring occasionally
3 minor need occurring regularly
4 minor need occurring occasionally
5 need occurring only upon initial entrance to university
6 not a perceived need

your own needs	needs of undergraduate students in general	
☐	☐	1. finding a suitable study area at the university
☐	☐	2. securing financial aid
☐	☐	3. using library facilities
☐	☐	4. obtaining day-care facilities (for preschool children)
☐	☐	5. obtaining after school care for school-age children
☐	☐	6. arranging personal schedule of classes to fit any other commitments
☐	☐	7. managing time
☐	☐	8. choosing topics for essay or independent study
☐	☐	9. writing term papers
☐	☐	10. reading efficiently and effectively
☐	☐	11. participating effectively in tutorials
☐	☐	12. using tutoring service for additional help in course content
☐	☐	13. participating in self-help groups
☐	☐	14. effective listening and notetaking
☐	☐	15. forming study groups
☐	☐	16. obtaining information about various services on campus
☐	☐	17. participating in class discussions
☐	☐	18. communicating with professors
☐	☐	19. taking exams
☐	☐	20. overcoming exam anxiety
☐	☐	21. planning careers

your own needs

needs of undergraduate students in general

1 major need occurring regularly
2 major need occurring occasionally
3 minor need occurring regularly
4 minor need occurring occasionally
5 need occurring only upon initial entrance to university
6 not a perceived need

22. determining the university's expectations
23. pacing modular courses
24. writing learning contracts
25. writing lab reports
26. using computer (not required in courses)
27. giving oral reports
28. requiring spiritual (religious) guidance
29. receiving personal counselling
30. locating crisis support systems
31. receiving academic advising
32. participating in athletic activities

COVER LETTER FOR MATURE STUDENTS

McGill University

Centre for Teaching and Learning Services
Replacing the Centre for Learning and Development and the Instructional Development Service Project
Postal address: 815 Sherbrooke Street West, Montreal, PQ, Canada H3A 2K6

1982 03 23

Dear Mature Student:

The attached questionnaire is a part of my research on mature students being done during my sabbatical leave. The purpose of this particular questionnaire is twofold:

- to identify perceived needs of mature students

and

- to determine the frequency of use of available resources.

The data from the questionnaire will be studied to determine how needs of mature students are being met by available resources. Questionnaires are being sent to all mature students who registered in September 1981 and January 1982 at McGill.

As a mature student in your first year of university study, you can provide valuable input. Your immediate response to this questionnaire will be greatly appreciated. After completing the questionnaire (don't forget the bottom of page 2!), please put it in the enclosed envelope and give it to any secretary or porter to deposit into campus mail. (Leacock porter, for example). I would appreciate receiving your response by April 16th at the latest.

If you are no longer a student at McGill, your input is still very important for this research. Please complete the forms and note on the top of page 1 that you have withdrawn from university. If you would be willing to discuss your reasons for withdrawal, please add your name and phone number and I will contact you shortly.

Your response will be greatly appreciated. Your comments <u>are</u> important!

Best wishes for a happy summer, whether you choose to continue your studies in summer school or to take a well-deserved rest!

Warmly,

Donna Logsdon

Donna Logsdon, Ed. D.

DL/db

Enclosures

Campus address: Macdonald-Harrington Building, Room 407 (514) 392-8320

Needs Assessment Survey
for
Undergraduate Students
(Mature Students)

Please mark each item below with one of the following six numbers to indicate your own views and how you judge the more general needs of other students as indicated. Each box in the left margin should contain a number when you are finished. Thank you very much for your assistance.

1 major need occurring regularly
2 major need occurring occasionally
3 minor need occurring regularly
4 minor need occurring occasionally
5 need occurring only upon initial entrance to university
6 not a perceived need

your own needs	needs of Mature Students in general	needs of under-graduate students in general	
☐	☐	☐	1. finding a suitable study area at the university
☐	☐	☐	2. securing financial aid
☐	☐	☐	3. using library facilities
☐	☐	☐	4. obtaining day-care facilities (for preschool children)
☐	☐	☐	5. obtaining after school care for school-age children
☐	☐	☐	6. arranging personal schedule of classes to fit any other commitments
☐	☐	☐	7. managing time
☐	☐	☐	8. choosing topics for essay or independent study
☐	☐	☐	9. writing term papers
☐	☐	☐	10. reading efficiently and effectively
☐	☐	☐	11. participating effectively in tutorials
☐	☐	☐	12. using tutoring service for additional help in course content
☐	☐	☐	13. participating in self-help groups
☐	☐	☐	14. effective listening and notetaking
☐	☐	☐	15. forming study groups
☐	☐	☐	16. obtaining information about various services on campus
☐	☐	☐	17. participating in class discussions
☐	☐	☐	18. communicating with professors
☐	☐	☐	19. taking exams
☐	☐	☐	20. overcoming exam anxiety
☐	☐	☐	21. planning careers

your own needs	needs of Mature Students in general	needs of under-graduate students in general	
☐	☐	☐	22. determining the university's expectations
☐	☐	☐	23. pacing modular courses
☐	☐	☐	24. writing learning contracts
☐	☐	☐	25. writing lab reports
☐	☐	☐	26. using computer (not required in courses)
☐	☐	☐	27. giving oral reports
☐	☐	☐	28. requiring spiritual (religious) guidance
☐	☐	☐	29. receiving personal counselling
☐	☐	☐	30. locating crisis support systems
☐	☐	☐	31. receiving academic advising
☐	☐	☐	32. participating in athletic activities

1 major need occurring regularly
2 major need occurring occasionally
3 minor need occurring regularly
4 minor need occurring occasionally
5 need occurring only upon initial entrance to university
6 not a perceived need

Survey of Student Awareness of Available Services

Please mark each item below with one of the following numbers:

[1] I am not aware of the existence of this service

[2] I am aware of the existence of this service but have not used it.

[3] I have used this service (up to 3 times in a year).

[4] I have used this service more than 3 times a year.

[ ] a. Athletics Instruction

[ ] b. Audio-visual equipment (Instructional Communications Centre or Educational Media Centre)

[ ] c. Bookstore

[ ] d. Campus Tours

[ ] e. Career Information Library

[ ] f. Chaplaincy Services (of any denomination)

[ ] g. Computing Centre

[ ] h. Counselling Centre (Education Building)

[ ] i. Counselling Service (Student Services)

[ ] j. McGill Community Family Centre, Day Care

[ ] k. Dean and Associate Dean of Students

[ ] l. Disabled Students Arrangements

[ ] m. Employment Assistance

[ ] n. Examination-taking skills and services

[ ] o. Financial Aid

[ ] p. Health Services

[ ] q. Intramural Athletics

[ ] r. Legal Aid

[ ] s. Library Orientation

[ ] t. Mature Students Orientation

[ ] u. Mature Students Workshops

[1] I am not aware of the existence of this service
[2] I am aware of the existence of this service but have not used it.
[3] I have used this service (up to 3 times in a year).
[4] I have used this service more than 3 times a year.

☐ v. Medical and Psychiatric Aid
☐ w. Quebec Testing Centre (GREs, etc.; Counselling Service)
☐ x. Reading Efficiency (Education Building)
☐ y. Residence Advisers
☐ z. Sexual Harassment (assistance in overcoming...)
☐ ab. Students' Society (Undergraduate or Graduate)
☐ cd. Students' Society Ombudsman
☐ ef. Study Skills Training
☐ gh. Teaching Assistantship Preparation
☐ ij. Term Paper Workshops
☐ kl. Tutoring Service
☐ mn. Writing Centre (Education Building)
☐ op. Writing Improvement Projects (other than in Education Building)

Please fill in the following information. Do not write your name.

Program (e.g., B.A.) _____ Year in Program(e.g.,2) _____

Specialty (if any) _____

Male _____? Female _____? Your age (in years) _____ Full-time_____ Part-time_____

Did you originally enter McGill under the Mature Student Admissions Policy? Yes ____ No _____

Comments (e.g., student services that McGill does not have but is needed.)

Appendix 3

Tables

Table 1

Student Needs and Awareness of Services

Assessment Survey Descriptive Summary of Results

	Item	Mode: Own Needs	Mode: Needs of Others	Comments on Responses Differences	Services Report	Comments on Services
1.	Finding study area	major need occurring regularly	major need occurring regularly			not presently served
2.	Securing financial aid	not a perceived need	major need, but only occasionally as seen by matures		high awareness, moderate	well served
3.	Using library facilities	major need occurring regularly	major need occurring regularly	some saw the need as occasional	high awareness and use	well served
4.	Obtaining children's day care	not a perceived need	not a perceived need	Some mature students expressed it as a major need; noted by some undergraduates, too	no users, considerable awareness	not consistent with data otherwise collected
5.	Obtaining after-school child care	not a perceived need	not a perceived need	undergraduates more likely to see it as a minor need for others, matures as major for others (matures may have older children)		no such service available
6.	Fitting in class schedules	evenly distributed; a need for some, not for others	also varied	some people have a lot of personal commitments to work around		organizational problem, e.g., scheduling
7.	Managing time	major need, regularly	major need, regularly		mature students workshop on managing time	
8.	Choosing topics for essays	occasional need, major or minor	minor need, occasional	minor, occasional need for matures		local issue: perhaps attended to by writing services
9.	Writing term papers	major need, varying frequency	slightly less frequent major need	slightly more of an issue for undergraduates, perhaps contrary to expectation. Some reported use of term paper workshops.	term paper workshops moderately known and used; writing services relatively available	requires publicity
10.	Reading efficiently and effectively	major need, occurring regularly	major need, occurring regularly		considerable unawareness and lack of use of available services	requires publicity

Table 1 continued

Items	Mode: Own Needs	Mode: Needs of Others	Comments on Responses Differences	Services Report	Comments on Service
11. Participating in Tutorials	not a perceived need	major need, occasionally	mature students did see it as a need for themselves; all others consistently major/ occasionally.	not served	
12. Using tutoring Service	not a perceived need	minor need occurring occasionally	rather evenly distributed; major need for a sizeable minority.	Wide knowledge of tutoring Service claimed but moderately low usage	
13. Participating in self-help groups	not a perceived need	minor need, occasionally	minor/occasional and early entry need are close behind "not a need" overall. Probably occurs informally for many students.		not served
14. Effective listening and notetaking	major need occurring regularly	major need occurring regularly			no direct services except mature student workshops
15. Forming study groups	minor, occasional need	minor occasional need			
16. Obtaining information about services	minor, occasional need	minor occasional need	Some mature students more likely to describe it as an entry problem. Major need for a minority.		Pamphlets exist, student services office
17. Participating in class discussions	multimodal, all categories	minor need occasionally	More likely a problem for mature students; major candidate for workshop attention.		not served
18. Communicating with Professor	major need, occasionally	major need, occasionally	matures saw it as major, regularly for other matures; some tendency in this direction for undergraduates.		not presently served (see 22)
19. Taking exams	major need, regularly	major need, regularly		mature students receive services through workshops	not presently served for undergraduates

Table 1 continued

Items	Mode: Own Needs	Mode: Needs of Others	Comments on Responses Differences	Services Report	Comments on Service
20. Overcoming exam anxiety	major need, regularly	major need	mature saw it as an occasional need for others, undergraduates as regularly occurring		not served except through individual counselling
21. Planning careers	major need, regularly for undergraduates	major need, regularly	not a perceived need for matures for self	low awareness of Career Information Library, moderate awareness and low use of counselling	perhaps requires new approaches to existing resources
22. Determining university's expectations	major need, regularly	major need regularly except as matures saw undergraduates	matures saw this as a minor need occurring occasionally for undergraduates	only available to matures through workshops	
23. Pacing Modular courses	not a perceived need	occasional need	matures saw it as minor, undergraduates as major (matures probably inexperienced with the method)		not directly served
24. Writing learning contracts	not a perceived need	not a perceived need or minor need, occasionally	replies are consistent		not served
25. Writing lab reports	not a perceived need for matures, major need for undergraduates	matures saw minor, occasional need; undergraduates, as major, occasional	matures tend not to be in science or not to have encountered labs yet	low awareness of writing services	not served in sciences
26. Using computer (not required in course)	not a perceived need	matures saw it as occasionally; undergraduates as major, occasionally		low awareness and use of Computing Centres, e.g., seminars	some services available
27. Giving oral reports	minor, occasional for matures; not a need for undergraduates	minor need, occurring occasionally	matures have some fear of speaking out, as in 17		not served, (could be a/v package)
28. Requiring spiritual guidance	not a perceived need	minor need occuring occasionally	these replies may be regarded as consistent	high awareness but low usage of chaplaincy	

Table 1 continued

Items	Mode: Own Needs	Mode: Needs of Others	Comments on Responses Differences	Services Report	Comments on Service
29. Receiving personal counselling	not a perceived need	minor need occurring occasionally	counselling services very busy in 81-82; students may be replying cautiously, and sample is biased by over-representation of matures who had workshops	low awareness and low use of Counselling Centre and Service, and of residence advisors	adequately served, perhaps not publicized
30. Locating crisis support systems	not a perceived need	minor need occurring occasionally		could use Dean of Students: moderate awareness and use	
31. Receiving academic advising	major need occurring occasionally	major need occurring occasionally	highly consistent	usually by faculty advisors not covered by survey	
32. Participating in athletic activities	not a perceived need for matures; minor, occasionally for others	not seen as a need for matures by matures; minor, occasional for all others		high awareness, low use, both athletics instruction and intramurals	

Table 2

Response Frequencies for the Needs Assessment Survey
Mature Students and Undergraduates

Item	Own Needs							General Student Needs							Same/Different	
	1	2	3	4	5	6	Mode	1	2	3	4	5	6	Mode		
1	46	18	3	20	11	21	1	54	17	6	13	11	9	1	91	21
2	22	23	5	16	10	56	6	35	34	12	18	3	6	1	53	54
3	71	25	4	18	8	5	1	76	13	4	9	6	2	1	98	11
4	11	2			5	107	6	5	17	6	20		53	6	48	50
5	10	3		4	2	105	6	3	10	8	19		59	6	54	44
6	21	25	13	25	17	34	6	8	22	16	31	10	16	4	53	50
7	78	20	12	9	8	9	1	55	13	18	12	5	4	1	77	29
8	20	33	9	32	5	33	2/6	16	33	20	24	1	7	2	66	34
9	39	38	5	21	7	20	1	32	40	15	12	3		2	70	31
10	84	14	5	9	5	15	1	60	19	12	10	4	1	1	88	18
11	26	30	10	26	1	45	6	19	32	19	24	1	7	2	69	32
12	29	23	5	35	3	44	6	10	28	12	37	3	11	4	62	49
13	15	15	3	30	33	37	6	7	24	11	39	7	14	4	53	48
14	72	13	8	9	14	17	1	56	11	14	13	10	3	1	85	21
15	19	24	7	42	2	41	4	8	20	17	40	5	15	4	70	34
16	21	18	14	41	26	14	4	17	13	13	31	28	4	4	95	9
17	24	28	16	29	3	31	6	19	23	25	27	3	7	4	84	20
18	29	45	10	24	3	21	2	26	32	16	24	4	2	2	82	21
19	59	45	5	8	3	10	1	48	44	7	8	1	3	1	91	10
20	54	30	9	16	2	19	1	37	30	6	23	1	4	1	72	79
21	40	30	1	11	8	35	1	53	27	1	12	5	3	1	71	28
22	35	21	10	21	15	20	1	21	19	9	21	15	8	1/4	75	18
23	15	8	9	21	4	52	6	10	15	12	29	5	9	4	55	26
24	3	6	3	13	1	71	6	1	8	6	24	2	27	6	48	20
25	18	17	3	9	1	66	6	8	27	8	31	2	7	4	37	35
26	6	16	5	17		72	6	6	14	12	30	2	20	4	49	35
27	9	26	7	36	2	40	6	5	30	16	33	2	5	4	68	23
28	2	10		11		84	6	3	14	6	38	2	25	4	44	42
29	8	20	4	30	2	54	6	4	27	12	38	1	11	4	54	36
30	4	16	2	22	6	61	6	3	21	9	31	6	17	4	60	16
31	13	52	7	30	7	11	2	13	38	10	26	5		2	78	14
32	15	16	8	28	2	49	6	11	14	20	31	2	10	4	47	41

Note: The Same/Different column records the incidence of each respondent having given the same response for "Own Needs" and "General Student Needs." It is derived from the original responses, not from the other columns of this table.

Table 3

Response Frequencies for the Needs Assessment Survey
Mature Students

Item	Own Needs							Mature Student Needs							General Needs (Undergraduates)							Same/Different					
																						O/M		M/U		O/U	
	1	2	3	4	5	6	Mode	1	2	3	4	5	6	Mode	1	2	3	4	5	6	Mode	S	D	S	D	S	D
1	33	8	3	18	9	17	1	28	12	9	10	10	8	1	27	11	6	12	9	9	1	64	10	63	10	58	17
2	15	17	3	8	9	38	6	15	25	8	9	4	10	2	21	21	6	13	3	6	1/2	44	26	51	16	38	31
3	46	16	4	15	6	3	1	44	9	4	7	6	1	1	45	11	3	8	4	1	1	65	6	63	6	62	9
4	10				5	67	6	16	18	7	11	2	10	2	4	8	2	8		44	6	18	43	26	34	37	24
5	9	1		3	2	67	6	18	10	3	16	2	16	1	3	4	1	9		46	6	24	38	18	34	42	20
6	17	16	8	17	15	20	6	20	17	8	12	5	4	1	5	11	8	22	7	15	4	43	23	35	31	32	36
7	49	17	5	6	8	8	1	39	13	5	5	3	3	1	30	10	10	10	5	4	1	57	9	51	15	43	25
8	16	18	8	25	5	18	4	13	14	9	20	2	6	4	9	15	14	21	1	5	4	49	15	52	11	44	20
9	35	18	4	15	7	9	1	22	23	4	13	2		2	22	18	12	12	2		1	53	11	52	11	45	20
10	54	9	4	6	5	12	1	39	14	5	5	4	2	1	34	14	9	7	4	1	1	58	11	58	9	53	10
11	15	15	2	21		43	6	11	20	5	16	1	12	2	9	18	10	20	1	7	4	51	14	53	10	39	28
12	14	18	1	23	2	31	6	10	20	4	21	1	10	2	5	18	6	27	2	9	4	50	16	53	12	44	33
13	13	11	2	22	5	37	6	9	17	6	16	7	10	2	4	15	6	22	6	12	4	46	18	45	18	39	25
14	37	11	7	8	13	13	1	31	7	8	2	14	4	1	27	7	9	13	10	3	1	62	5	54	12	52	16
15	14	17	4	26	2	31	6	8	17	7	21	3	11	4	3	12	12	26	5	11	4	53	13	54	12	42	26
16	15	9	8	23	24	13	5	14	7	8	18	20	2	5	10	6	7	19	26	3	5	61	8	63	5	62	7
17	16	19	9	19	3	22	6	18	14	8	18	4	4	1/4	12	14	12	21	3	5	4	56	9	58	7	53	14
18	21	30	4	15	3	17	2	20	19	7	14	4	2	1	16	22	7	17	4	2	2	52	9	56	10	50	17
19	37	29	4	7	3	8	1	30	27	2	4	2	2	1	29	23	4	7	1	2	1	62	4	60	4	57	9
20	33	22	9	10	1	14	1	19	28	6	6	1	5	2	19	22	5	16	1	4	2	55	10	53	12	45	22
21	20	15	1	8	7	33	6	22	14		15	8	5	1	34	15		11	4	3	1	45	18	48	16	40	25
22	22	15	7	16	13	13	1	14	13	6	10	11	7	1	11	10	8	17	12	6	4	55	6	51	10	49	15
23	8	4	8	15	2	37	6	7	5	7	23	4	9	4	5	7	9	23	4	6	4	40	12	48	6	36	16
24	2	3	1	8	1	50	6		7	2	17	3	17	4/6		5	3	19	2	16	4	31	14	39	6	29	16
25	6	5	2	8	1	56	6	6	12	5	20	2	10	4	6	10	6	24	2	7	4	31	25	42	12	17	27
26	4	7	4	12		54	6	4	6	6	21	2	17	4	4	5	6	23	2	16	4	37	19	50	6	34	21
27	8	16	5	26	2	25	4	6	19	5	26	3	3	4	3	21	11	22	2	3	4	49	13	57	5	47	15
28	2	6		6		66	6		6	3	24	2	21	4	1	8	4	25	2	18	4	35	22	49	8	31	20
29	7	16	2	21	2	34	6	5	16	6	24	1	9	4	2	19	9	25	1	7	4	45	15	50	11	39	22
30	3	13	1	15	5	39	6	3	15	6	20	4	11	4	1	15	7	21	5	10	4	43	15	49	9	41	17
31	13	35	4	20	6	8	2	10	25	9	16	4		2	9	23	8	18	5		2	57	6	55	6	53	10
32	7	8	5	18	1	43	6	4	7	9	18	2	20	6	8	10	11	22	2	7	4	37	21	39	19	28	31

Note: See Table 2 for an explanation of "Same Different." O/M, M/U, O/U refer respectively to the comparisons between respondents' own and perceived other mature students' needs, other matures' versus undergraduates' and one's own needs in contrast to those perceived in undergraduates generally.

Table 4

Response Frequencies for the Needs Assessment Survey
Undergraduates

Item	Own Needs							General Student Needs							Same/Different	
	1	2	3	4	5	6	Mode	1	2	3	4	5	6	Mode		
1	23	10		2	2	4	1	28	6		1	2		1	33	4
2	7	6	2	8	1	18	6	14	13	6	5			1	15	23
3	25	9		3	2	2	1	31	2	1	1	2	1	1	36	2
4	1	2				40	6	1	9	4	12		9	4	11	26
5	1	2		1		38	6		6	7	10		13	6	12	24
6	4	9	5	8	2	14	6	3	11	8	9	3	1	2	21	14
7	29	3	7	3		1	1	25	3	8	2			1	34	4
8	4	15	1	7		15	2/6	7	18	6			2	2	22	14
9	4	20	1	6		11	2	10	22	3		1		2	25	11
10	30	5	1	3		3	1	26	5	3	3			1	35	2
11	11	15	8	5	1	2	2	10	14	9	4			2	30	7
12	5	5	4	12	1	13	6	5	10	6	10	1	2	2/4	18	16
13	2	4	1	8	28		5	3	9	5	17	1	2	4	14	23
14	35	2	1	1	1	4	1	29	4	5				1	33	5
15	5	7	3	16		10	4	5	8	5	14		4	4	28	8
16	6	9	6	18	2	1	4	7	7	6	12	2	1	4	33	2
17	8	9	7	10		9	4	7	9	13	6		2	3	31	6
18	8	15	6	9		4	2	10	10	9	7			1/2	32	4
19	22	16	1	1		2	1	19	11	3	1			1	34	1
20	21	8		6	1	5	1	18	8	1	7			1	27	7
21	20	15		3	1	2	1	19	12	1	1	1		1	31	3
22	13	6	3	5	2	7	1	10	9	1	4	3	2	1	26	3
23	7	4	1	6	2	15	6	5	8	3	6	1	3	2	19	10
24	1	3	2	5		21	6	1	3	3	5		11	6	19	4
25	12	12	1	1		10	1/2	2	17	2	7			2	20	8
26	2	9	1	5		18	6	2	9	6	7		4	2	15	14
27	1	10	2	10		15	6	2	9	5	11		2	4	21	8
28		4		5		28	6	2	6	2	13		7	4	13	16
29	1	4	2	9		20	6	2	8	3	13		4	4	15	14
30	1	3	1	7	1	22	6	2	6	2	10	1	7	4	19	9
31	2	17	3	10	1	3	2	4	15	2	8			2	25	4
32	8	8	3	10	1	6	4	3	4	9	9		2	3/4	19	10

Table 5

Response Frequencies for the Awareness of Services Survey
Mature Students and Undergraduates

Item	1	2	3	4	Mode	Item	1	2	3	4	Mode
a	22	88	13	10	2	v	16	40	7		2
b	30	64	17	24	2	w	96	19			1
c		4	24	105	4	x	48	47	17	1	1
d	12	40	22	1	2	y	64	46	7		1
e	76	41	6		1	z	42	21			1
f	18	111	1	3	2	ab	9	94	9	3	2
g	50	59	8	16	2	cd	46	65	3	1	2
h	54	71	5	3	2	ef	36	22	4	1	1
i	23	89	15	6	2	gh	55	7	1		1
j	39	94			2	ij	35	51	27	2	2
k	25	79	19		2	kl	19	76	15	5	2
l	77	54	2		1	mn	53	53	8	1	1/2
m	45	67	17		2	op	86	25	3	1	1
n	25	12	2	1	1						
o	12	87	32	2	2						
p	7	89	31	6	2						
q	25	94	8	6	2						
r	30	91	7		2						
s	17	50	53	8	3						
t	38	39	47	4	3						
u	40	35	44	9	3						

Table 6

Response Frequencies for the Awareness of Services Survey
Mature Students

Item	1	2	3	4	Mode	Item	1	2	3	4	Mode
a	18	64	5	5	2	v	10	26	3		2
b	27	49	12	6	2	w	75	13			1
c		3	15	74	4	x	29	40	16	1	2
d	8	19	11	1	2	y	47	38	5		1
e	53	26	3		1	z	23	16			1
f	14	75	1	2	2	ab	9	71	7	1	2
g	39	40	4	9	2	cd	38	50			2
h	32	53	4	3	2	ef	19	15	4	1	1
i	14	59	13	6	2	gh	34	5			1
j	24	68			2	ij	29	31	26	2	1
k	16	52	14		2	kl	16	57	11	4	2
l	57	33	2		1	mn	36	43	8	1	2
m	34	49	8	1	2	op	64	20	3	1	1
n	25	12	2	1	1						
o	9	53	28	2	2						
p	6	67	17	2	2						
q	23	64	2	3	2						
r	25	59	5		2						
s	13	23	45	8	3						
t	12	27	46	4	3						
u	13	24	43	9	3						

Table 7

Response Frequencies for the Awareness of Services Survey

Undergraduates

	1	2	3	4	Mode		1	2	3	4	Mode
a	4	24	8	5	2	w	21	6			1
b	3	15	5	18	4	x	19	7	1		1
c		1	9	31	4	y	17	8	2		1
d	4	21	11		2	z	19	5			1
e	23	15	3		1	ab		23	2	2	2
f	4	36		1	2	cd	8	15	3	1	2
g	11	19	4	7	2	ef	17	7			1
h	22	18	1		1	gh	21	2	1		1
i	9	30	2		2	ij	6	20	1		2
j	15	26			2	kl	3	19	4	1	2
k	9	27	5		2	mn	17	10			1
l	20	21			2	op	22	5			1
m	11	18	9	3	2						
n											
o	3	34	4		2						
p	1	22	14	4	2						
q	2	30	6	3	2						
r	5	32	2		2						
s	4	27	8		2						
t	26	12	1		1						
u	27	11	1		1						

Appendix 4

List of Services

The purpose of this appendix is merely to list available services. There are two principal sources for this information.

Students' guide 1982-83, Students' Society of McGill University, Montreal, 1982. (Referred to as Guide below.)

Bracewell, R. J. Writing courses and services at McGill. Prepared for the Office of University Teaching and Learning by the Centre for Teaching and Learning Services, McGill University, Montreal, 1982. (Referred to as Writing below.)

Additional information may be obtained from two other sources:

A handbook for students. Students' Society of McGill University, Montreal, 1980.

Macdonald Campus student handbook and calendar, 1982-83. Students' Council of Macdonald Campus, McGill University, Montreal, 1982.

Rather complete descriptions of services are contained in the Guide and Writing, and both documents are readily available. Five services are described in more detail following the list.

The Guide may be obtained at the Students' Society offices and the Students' Union on McTavish Street. It is revised annually. Writing may be obtained by faculty members from the Centre for Teaching and Learning Services, Macdonald-Harrington Building, Room 407, or by telephoning 392 - 8320.

Service	for	Source, page
Academic Skill Development Workshops	Mature Students	Writing 27
Associate Deans, Offices of . . .	All Students	Guide 25-29
Association Internationale des Etudiants en Sciences Economiques et Commerciales	Summer Exchanges	See following
Athletics	All students	Guide 8
Bookstore	Students, public	Guide 23, 24, 47
Chaplaincy Service	All students	Guide 10
Counselling Centre (Senior Counselling students)	Students and Public Age 16 and over	See following
Counselling Service	All Students	Guide 12
Day Care	All students, staff, faculty	Guide 14
Dean of Students, Office of . . .	All students, especially undergraduate	Guide 15
Disabled Students Information Service	All students	Guide 16
Effective Written Communication Education Course 425-201	All undergraduate students	Writing 30
English Advanced Composition Continuing Education Language Course	Open to public and students	Writing 35
English as a second language Language Centre Courses 128-300,301, 128-400,401	All full-time students, not native speakers of English	Writing 32
English Business Writing Continuing Education Language Course	All students and public, especially as second language	Writing 34
English Composition Continuing Education Language Course	All students and public, especially as second language	Writing 33

Exam Writing Techniques Continuing Education Accountancy Course	Chartered Accountancy students	Writing 41
Foreign Students Advisors Office	Visa students, foreign visa holders	Guide 20
Health Services	All students who pay student services fee	Guide 16
Instructional Communications Services	All students and staff	see following
Learning Centre McGill-Montreal Children's Hospital	All students, learning disabilities	Writing 26
Legal Aid (senior law students)	All students	Guide 35
Library Orientation Tours	All students	Guide 54-59
Library Workshops	All students, especially undergraduates	Writing 28
Mature Students Association	Mature Students	Guide 36
Off-Campus Housing Service	All students	Guide 19
Ombudsman	All students	Guide 32
Student Aid Office	All students	Guide 20
Student Placement Centre	All students, recent graduates	Guide 22,51
Teaching and Learning Course	Teaching Assistants	See following
Technical and Research Writing English Course, Macdonald Campus, 348-330A	All Students	Writing 31
Term Paper Research Workshops	All students, especially undergrduates	Writing 29

Tutorial Service	All students	Writing 24 (also Guide)
University Residences	All students	Guide 18,19,49
Women's Union	All students and staff	Guide 39,40
Writing Centre	All students	Writing 25

Counselling Centre

Purpose: A full range of personal, vocational, marital, educational and other counseling services is available from September to April, 5 days a week. Consultation is provided by senior graduate Counselling students under supervision. Open to all students and the public, 16 and up.

Cost: No charge.

Location: Education Building
5th Floor
392-8880

Source: Department of Educational Psychology and Counselling

Instructional Communications Centre

Pupose: Provides a wide assortment of audio visual equipment for McGill Faculty and students consisting of tape recorders, film and slide projectors, movie cameras, public address systems, overhead projectors, portable VHF systems. There is also a film library of more than 550 titles. Student I.D. must be presented for all rentals.

Cost:

Course Project (with professor approval)	- no charge
Private Use	- $1.00 to $10.00
Film Rental	- $3.00 to $25.00

Location: McGill University
Leacock Building
Room B40
392-8031

Source: Instructional Communications Centre

Reading Efficiency Classes

Purpose: To improve reading speed, comprehension, and study skills. Six week sessions starting several times a year. Open to all students.

Cost: No charge

Contact: Reading Centre
Second Floor
Education Building
392-8880

Source: Faculty of Education Daily Memos

Teaching and Learning Modular Course

Purpose: Preparation for university teaching, especially designed to help graduate teaching assistants in their responsibilities. Nine units are available: Basic principles of systematic instruction, Writing learning objectives, Designing instructional modules, characteristics of effective instruction, Student motivation, Constructing tests, grading, Course evaluation, The instructor and Student skills. The written materials are sold at the Bookstore and supervision is provided at the Centre for Teaching and Learning Services. Students intending to complete three units may register for 416-098 (a noncredit course), Teaching and Learning in Higher Education, and thereby have their participation duly noted on their transcripts. A brochure is available.

Cost: The printed materials cost $8.50 per unit or $75.00 for the set at the Bookstore. Bulk (for courses) or off-campus purchasers should telephone Miss Dorothy Asch at 392-5310. There is no charge for registering in 416-098 nor for the Centre's consultation.

Location: Centre for Teaching and Learning Services
Macdonald-Harrington Building, Room 407
392-8320

Source: Centre for Teaching and Learning Services